



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

9/12/2018

Robert Haworth
Elkhart Community Schools: #2305
2720 California Rd
Elkhart, IN 46514

Dear Robert Haworth,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Mary Beck Elementary School's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$162,752.00** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Elkhart Community School	Corp #	2305
School	Mary Beck Elementary	School #	1769
Superintendent Name	Mark Mow/Deputy Superintendent Dr. Dawn McGrath	Email	mmow@elkhart.k12.in.us
Title I Administrator Name	Beth Williams	Email	bwilliams@elkhart.k12.in.us
Principal	Tracey Kizyma-Whitmyer	Email	tkizyma@elkhart.k12.in.us
Telephone	574-295-4830	Fax	574-295-4839
SY 2018-2019 Allocation	\$162,752.00		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 7, 2018
Application Due	Renewal application must be submitted to IDOE	July 7, 2018
Application Review	Renewal applications reviewed by IDOE	July 7 – August 7, 2018
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 7, 2018
SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00180015A

Instructions: Please complete the table below regarding who was involved with the grant process.



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Staff Members Consulted and Part of the Renewal Application Process

Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Tracey Kizyma-Whitmyer	Principal
Eric Chandler	Assistant Principal
Beth Williams	Director of Federal Programs and ESL Programming
Dr. Dawn McGrath	Deputy Superintendent
Tara White	Director of Literacy
Sydney Beauchamp	Senior Lecturer in the School of Education & Director of Mary Beck IU South Bend Lab School
Michelle Mahaffey	Special Education Teacher
Sondra Flora	2nd Grade Teacher
Suzanne Holcomb	5th Grade Teacher
Jen Benak	6th Grade Teacher
Jean Creasbaum	Principal Mentor
Liz Keiling	Title 1 Interventionist
Lindsey Walters	Media Specialist

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.

- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of



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Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	June 26, 2018
Title I Administrator Signature:		Date:	June 26, 2018
Principal Signature		Date:	June 26, 2018

Part 4: Achievement and Leading Indicators SY 17-18

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 2015 - 2016*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	16.7%		16.7%	30%	16%	35%	8.5%	40%		50%	
Percent of students proficient on ISTEP (ELA) (3-8)	28.3%		28.3%	35%	23%	40%	18.3%	50%		60%	
Percent of students proficient on ISTEP (Math) (3-8)	27.5%		27.5%	35%	24%	40%	14.1%	50%		60%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	47.4%		47.4%	71%	39.7%	75%	41%	80%		85%	
Leading Indicators	Baseline SY 2015 - 2016	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	75,600		75,600	75,600	75,600	73,800	73,800	73,800		73,800	
2. Number of daily minutes of math instruction	75		75	75	75	75	75	75		75	
3. Number of daily minutes of ELA instruction	90		90	90	90	90	90	90		90	

4. Student attendance rate (must be % between 0 and 100)	94.2%		94.2%	98%	94.4%	98%	94.2%	98%		98%	
Leading Indicators	Baseline SY 2015 - 2016	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	47		47	43	21	20	19	15		10	
6. Expanded Learning Time (total number of hours offered)	None		None	None	None	40	41	40		40	
7. Number of discipline referrals	742		742	400	632	100	73	90		80	
8. Discipline incidents – number of suspensions and/or expulsion	SUS--178 EXP--0	SUS-- EXP--	SUS--178 EXP--0	SUS--125 EXP--0	SUS--131 EXP--0	SUS--50 EXP--0	SUS--37 EXP--0	SUS-- EXP--0	SUS-- EXP--	SUS-- EXP--0	SUS-- EXP--
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN-- IMP-- EFF--30% HEFF--70%	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF--30% HEFF--70%	IN-- IMP-- EFF--65% HEFF--35%	IN-- IMP-- EFF--78.4% HEFF--18.9%	IN-- IMP-- EFF-- HEFF--100%	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	89.6%		89.6%	95%	92%	95%		95%		95%	
11. Teacher retention rate (must be a % between 0 and 100)	75.6%		75.6%	86%	43%	100%	100%	100%		100%	



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***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
Strengths: <ul style="list-style-type: none"> • Welcoming, peaceful, and collaborative culture. • Emphasis on teaching and reaching the whole child • Intentional scheduling for collaboration and co-teaching at every grade level - 1 hour scheduled per week for each team • 1:1 iPads for every student K-6 and professional development for teachers on implementation and authentic teaching opportunities using technology • Extended learning opportunities offered for all students 	Areas of Improvement: <ul style="list-style-type: none"> • Ongoing formative data analysis through a consistent teaching and learning cycle • Ensure professional development is meaningful and aligned with needs and initiatives (building and district level) • Continue to build and maintain trusting relationships with students and families and offer opportunities for involvement
Opportunities: <ul style="list-style-type: none"> • 96% of certified teachers and both admin will attend the PLC conference this summer hosted by Solution Tree • Spring/summer training in the RTI tiered system of support • Revised scope and sequence, updated resources, and professional development opportunities for K-6 curriculum in literacy and math (Smekens, Strobel, EngageNY) at the district level 	Threats: <ul style="list-style-type: none"> • Increase student achievement on state mandated IREAD and ISTEP summative assessments • Increased need for mental health support for our families

Projected Outcomes for SY 18-19

- PLC and RTI professional development opportunities will lead to an understanding and the implementation of a systematic teaching and learning cycle.
- Professional development through IUSB will be differentiated by grade level and aligned with data driven needs.

Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	Principal Mentor will work with building administrators to provide ongoing professional development with effective leadership to maintain transformation focus. Lab School Director (IUSB) will work with building administrators to orchestrate staff professional development and delivery, as well a support day-to-day operations. There will be an increased focus in aligning IUSB professional development with the district PLC/RTI initiative. Persons responsible: Principal, Academic Dean, and Lab School Director.	Multiple Phases (Multiple Quarters)	\$6,000 per year \$15,000 Contracted services	Continuous use of a pre/post self-assessment focused on leadership skills as related to school transformation including cultivating community and parent relationships. Jean Creasbaum, former Elkhart Community School elementary principal, will serve as a mentor and meet for twelve half days throughout the school year. Lab School Director will collaborate with Mary Beck leadership in collecting feedback from teachers on professional development opportunities and needs. A feedback form through Google will be administered following each professional development opportunity to create focused, intentional, and responsive support for teachers.
Develop Teacher Effectiveness	Ongoing collaboration and professional development built into calendar and based on teacher specified and data driven needs. These will align with and support the PLC and RTI initiatives. Persons responsible: Principal, Academic Dean, Principal Mentor, IUSB Director of Lab School	Multiple Phases (Multiple Quarters)	14,000 Contracted services	Collaboration and professional development will be tracked using IUSB Needs Assessment administered in December of 2017. Baseline data was collected spring 2017. Needs Assessment data will be aligned to the PLC/RTI initiative to determine a clear plan for support. Professional development will be delivered by IUSB. The current areas identified through the

				Needs Assessment and aligned to the PLC/RTI initiative are trauma informed care, growth mindset, problem-based learning, and action research (data analysis).
Implement Comprehensive Instructional Reform Strategies	Mary Beck will structure the day so that teachers have opportunities for strong collaboration in order to enhance the co-teaching model of instruction. 92% of the staff will attend a PLC at Work conference. Weekly PLC time will be implemented and designed in a detailed master schedule. The master schedule will also intentionally schedule tiered support for both academic and behavioral student needs. A guiding coalition will meet monthly to ensure fidelity to the PLC/RTI plan. Mary Beck will also pursue AdvancED accreditation. Responsible: Principal, Academic Dean, Guiding Coalition	Multiple Phases (Multiple Quarters)	No cost	AdvancED onsite visit notes and feedback. This data will be compared to student achievement data. Teacher collaboration monitoring will be tracked using anecdotal notes. A strategic and intentionally planned master schedule will be created and implemented. Guiding Coalition fidelity will be tracked through monthly agendas and anecdotal notes. These will be compared to student performance and achievement data.
Increase Learning Time	Mary Beck will provide opportunities for increased learning time before/after school and through weekend extended school in the form of after school clubs and learning trips. All students will have the opportunity to attend at least two sessions throughout the year. This is an extension of our school-wide goal to increase literacy and build authentic learning opportunities for our students.	Multiple Phases (Multiple Quarters)	<p>\$22,800 Teacher stipends & benefits</p> <p>\$1,200 Student trip registration</p> <p>\$2670 Student Transportation for extended learning trips</p> <p>\$1,318 Supplies</p>	<p>Increased learning time will be tracked using a Google Sheet to document attendance. Student participation and attendance will be compared to student achievement data. After school clubs and Saturday learning trips will be combined to provide students with authentic learning experiences. Prior to the trip, the club will build essential background information and a purpose for the upcoming trip. Following the trip, there will be culminating activities where student apply what they learned and experienced.</p> <p>Increased learning time will be tracked using a Google Sheet to document attendance. Student</p>

	<p>A three week summer lab school will provide additional opportunities for increased learning time for both elementary students and IUSB teaching candidates.</p> <p>An additional interventionist will provide strategic and data driven instructional support for identified students during all three tiers of instruction. The interventionist will provide co-teaching and small group support.</p> <p>Student Supports: A credentialed and experienced person will be contracted to provide behavioral support for students identified as requiring tier 3 interventions.</p> <p>Responsible: Principal, Academic Dean, Principal Mentor, IUSB Director of Lab School, Interventionist, Oaklawn.</p>		<p>\$11,863 Contracted services for Summer Lab director</p> <p>\$13,137 to pay IUSB field interns for Summer Lab</p> <p>56,670 Teacher salary & benefits</p> <p>14,400 Contracted services</p>	<p>participation and attendance will be compared to student achievement data.</p> <p>Interns are supported by certified Elkhart teachers 100% of the time in the classroom. Elkhart teacher pay for Summer Lab School will be paid from Title I grant.</p> <p>A detailed master schedule will be designed and implemented to ensure targeted support is provided and scheduled. Teaching and learning formative assessment data will be compared to student achievement data.</p> <p>Tier 3 behavior supports will be tracked through a disaggregated monthly discipline report. Student participation will be compared to student growth and achievement data.</p>
Create Community-Oriented Schools	<p>Mary Beck will provide opportunities for parent and family involvement during the school day, during increased learning time, during parent/teacher conferences, and outside of the school day. Parent liaison supplies and resources will be utilized.</p> <p>Responsible: Principal, Academic Dean, Principal Mentor, IUSB Director of Lab School</p>	Multiple Phases (Multiple Quarters)		<p>Community involvement will be tracked using a Google Sheet documenting attendance at events. A detailed climate and family needs/interest survey will be administered each semester.</p>

Provide Operational Flexibility	Mary Beck will be provided operational flexibility through weekly monitoring visits by the Instructional Leadership Team.	Multiple Phases (Multiple Quarters)	No Cost	Data will be tracked using anecdotal notes through journaling progress throughout the year. Information from these visits will be compared to student achievement data.
Sustain Support	Mary Beck will be provided sustained support through monthly monitoring visits by Beth Williams from the Instructional Leadership Team. She will serve as an acting member of the school's Guiding Coalition.	Multiple Phases (Multiple Quarters)	No cost	Data will be tracked through monthly agendas and anecdotal notes from Guiding Coalition leadership meetings. Information from these meetings will be compared to student achievement and growth data.

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2018-2019 and how this will be aligned to your grant and the key area.

The PLC/RTI systematic approach to provide tiered support for ALL students will be instrumental. This will only be possible with an intentional and strategic master schedule that focuses on all three tiers of academic and behavioral support. The artifact will be a working master schedule with detailed explanations of tiered learning supports at each grade level.



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Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.



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The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

	<i>Approved</i>	June 26, 2018
	<i>Robert Williams</i>	June 26, 2018
	<i>[Signature]</i>	June 26, 2018

Part 8: 1003g SIG Budget SY 18-19

Complete the budget below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 62,000.00	\$ 12,200.00	\$ 17,470.00	\$ 937.00				\$ 1,318.00			\$ 93,925.00
21000	Support Services - Student					\$ 14,400.00		\$ 1,200.00				\$ 15,600.00
22100	Improvement of Instruction (Professional Development)					\$ 35,000.00						\$ 35,000.00
22900	Other Support Services					\$ 11,863.00						\$ 11,863.00
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance											\$ -
27000	Transportation							\$ 2,670.00				\$ 2,670.00
33000	Community Service Operations								\$ -			\$ -
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 62,000.00	\$ 12,200.00	\$ 17,470.00	\$ 937.00	\$ 61,263.00	\$ -	\$ 3,870.00	\$ 1,318.00	\$ -	\$ -	\$ 159,058.00

Indirect Cost:

Subtract the amount above \$25,000 (per individual contracted service) from your total budget:

\$15,863.00

Total after deducting Property:

\$143,195.00

Total Available for Indirect Costs:

\$3,694.43

Amount of Indirect Cost to be used:

\$3,694.00

Grand Total After Indirect Cost:

\$162,752.00

Budget Narrative

22,800 for teacher pay and benefits to support student extended learning time; 1,318 for instructional supplies; 56,670 intervention teacher pay and benefits; 40,836-contracted partnership w/Indiana University South Bend to include 30 hrs of professional development for 25 teachers, stipend for Lab School Director per semester (fall, spring, summer); 13,137 to pay IUSB summer internships stipends for student teachers at 13.00/hr for three weeks under supervision of Elkhart Community Schools certified mentor teachers; 6,000 for principal mentor; 14,400 contract with Oaklawn for student support services; 1,200 costs for extended learning trips; 2,670 student transportation for extended learning trips

Supplies

1,318 Supplies for extended student learning

Property: Equipment/ Technology

Professional Services

40,836-contracted partnership w/Indiana University South Bend to include 30 hrs of professional development for 25 teachers, stipend for Lab School Director per semester (fall, spring, summer); 6,000 for principal mentor for 12 half day visits; 14,400 contract with Oaklawn for student support services

Other Purchase Services (travel, communication)

2,670 student transportation for extended learning trips

SIG Staffing

Instructions: Complete the SIG Staffing information below							
Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
TBD	Extended Student Learning	Certified		Y	N		Teacher stipends for extending student learning opportunities outside of the regular school day
Julie Stammich	Intervention Teacher	Certified		N	N		Provide strategic and data driven instructional support for identified
TBD	IUSB Summer Interns	Non-Certified		Y	N		provide additional opportunities for increased learning time for both